

USING MOBILE APPLICATIONS TO ENHANCE ESL LEARNING

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by
Hassan A. Mohamed

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Advisor: Professor Paula Wilder

Abstract

Mobile technology is increasingly being used in colleges and universities for language learning and education. Mobile assisted language learning applications enable learners to have accessible educational content regardless of where they are or how much time they have available. Mobile learning is the practice of learning a language while utilizing a mobile device, such as an iPad, iPod, tablet, laptop, or phone. Many applications have been created and downloaded by English language learners who are also learning a second language. The articles and dissertations examined mostly concentrated on the deployment, assessment, and analysis of mobile apps for language learning. These studies also looked at the design, technical, philosophical, and educational elements that form the basis of the current crop of mobile applications. The results however imply that students often contend with insufficient feedback from instructors and inflexible scheduling while learning through language courses or applications.

Dedication

I would like to dedicate this thesis to my parents. I can genuinely say that without them, I would not have had the opportunities that I have been blessed with. To my wife and children, thank you for your support and always encouraging me to go the extra mile. The end goal could not have been realized without you.

Acknowledgments

I would like to express my sincere gratitude to the professors and advisors at Greensboro College's TESOL program. There have been several times in which I struggled to get over the hurdle but all the support, guidance and patience over the years have not gone unnoticed.

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Chapter 1: Introduction

As the world continues to become connected, more people will need to learn English and other languages to interact productively with others around the world. Many young people increasingly consider working or studying abroad while exploring their professional and academic prospects. In many cases, people in such positions need to attain sufficient mastery of a foreign language to enable them to integrate effectively within the host countries (Ali & Miraz, 2018). The process of learning a new language can be very frustrating and disorienting for students who lack adequate support and guidance. Some people rely on language classes that are offered in person or online. Even so, many comprehensive language courses tend to be prohibitively expensive (Ali & Miraz, 2018). Moreover, while language courses may give students an entry-level understanding of language mechanics, such courses may not accord students the practical exposure they require to master the languages that they strive to learn.

Language learning applications have become more popular in recent years as more people resort to them either as a substitute or complement to traditional instructor-led courses. Some popular language training applications include Duolingo, Babbel, Memrise, and HelloTalk. These applications give people greater flexibility in learning and practicing new language skills. For instance, rather than relying on the strict schedules that language instructors outline, students who rely on language learning applications can practice their language skills in their free time (Heil et al., 2016). Furthermore, most popular language learning applications provide free access and competitive pricing packages that do not strain their users financially (Heil et al., 2016).

Even so, language learning applications lack certain functionalities that would otherwise increase their utility to individuals trying to acquire new language skills. The reliance on digital assistants makes the learning experience in such applications feel impersonal (Kusmaryani et al., 2019). Furthermore, the absence of an actual human instructor means that language learning applications cannot adapt to the unique needs of individual learners in the same way as is possible in traditional in-person courses (Rivera et al., 2018). Therefore, there is a need and opportunity to develop a language learning application that coalesces in-person instruction with the functionalities of language learning applications, thereby delivering the inherent benefits of both approaches to learners.

Many students rely on English language learning applications that allow them to practice their skills in written and spoken English. However, the absence of direct contact and feedback with instructors is a major hindrance that prevents ESL students from having a productive and engaging learning experience (Rivera et al., 2018). Instructors provide valuable and nuanced feedback on students' strengths and weaknesses and make recommendations on the strategies and resources that students can use to improve their mastery of English as they learn the language (Rivera et al., 2018). The purpose of the project is to develop and test a language learning application for non-English speakers trying to learn the language.

Providing a well-designed platform is crucial for facilitating enjoyable and fruitful learning experiences for the many people around the world who desire to acquire new language skills. The key beneficiaries of the proposed project will be ESL students who typically struggle to master English to qualify for enrollment in colleges, or who need to learn the language to secure employment abroad. These students often contend with insufficient feedback from instructors and inflexible scheduling while learning through language courses or applications.

The application will ease the learning process and help students to dedicate ample time to learn and practice English thereby making the experience more enjoyable and productive. Through the research and development process for the application, I have also developed a better understanding of the challenges that ESL students contend with and the prospective solutions that can address these issues.

Chapter 2: Literature Review

Common misconceptions that teachers impart knowledge indirectly to their students exists. However, new learning theories contend that students can create their own knowledge and acquire it through experience. Having the chance to actively engage in the teaching and learning process, students are better able to assimilate significant amounts of new knowledge (Chandler et al., 2013). In this environment, learning can happen formally in classrooms or institutions, informally as people live their daily lives, and formally as observations are made.

Education is no longer limited to the classroom's four walls, and students are no longer exclusively reliant on their teachers for information. There has been a significant increase in the accessibility of cutting-edge instructional technology in recent years. One of the most recent innovations to be introduced in the realm of education is mobile learning. It integrates mobile technology use with more traditional teaching methods. Electronic learning is a subtype of mobile learning since it utilizes electronic devices. Handheld devices and portable technologies like smartphones, iPads, and tablets have been dominating the current technological era as the major computing devices in homes and offices (Sultan et al., 2017).

Mobile Learning and Mobile Application Development

The use of handheld devices coupled with portable technology, software, and programs to enable learning in a variety of situations is thus referred to as mobile learning. In the 1970s, while the first mobile phone was being developed, mobile learning was initially implemented in

Europe. After the introduction of more advanced mobile devices in the middle of the 1990s, mobile learning advanced gradually. Meanwhile, previous research in the 2000s has demonstrated how similar technologies can be applied to enhance learning outside of the traditional classroom (Finkelstein & Winer, 2020). The ability of mobile technologies, such as smartphones, to give students the mobility and freedom to seek information and education whenever and wherever they chose, was given more attention at the end of the year 2000 (Ferreira et al., 2013). These developments show the beneficial influence that the spread of communication and mobile technology have had on the educational system.

Mobile learning and Mobile Application-based are two of the technologies that have shown the most rapid growth over the course of recent years. These technologies are also heavily utilized by many individuals, businesses, and educational institutions. According to research conducted by (Baek, et.al, 2017), over 200 million people are responsible for replying to sixty percent of all real-time communication daily using the Mobile Application-based platforms of their choice. The use of Mobile Application as a platform has been embraced by educational institutions to publicize upcoming events and update students on relevant information (Chugh, 2017). The potential of Mobile Application-based programs to be valuable tools within collaborative learning environments has been identified by educational institutions such as colleges and universities, as well as the fact that the tools make it possible for learning to take place at any time and in any location (Cetinkaya, 2017).

In today's high-tech environment, it is not uncommon for instructors and students to communicate with one another via Mobile Apps like WhatsApp and WeChat. According to several studies, the incorporation of mobile technology into classroom instruction and student learning has been gradually increasing as a result of the efforts of educators who are consistently

looking for new ways to utilize the various tools available to support classroom instruction and student learning (Sung Chang & Liu, 2016). The rapid adoption of tools for Mobile Application-based among students is evidence that social media technologies are about to undergo a paradigm change (Rodriguez et al., 2017). Evidently, the widespread use of Mobile Application-based among students has piqued the curiosity of a great number of researchers, who are curious to investigate the adaptability of the application in terms of how it can facilitate student learning.

A little evidence on the evolution of mobile learning

The definitions of mobile learning have evolved over the past few years as a direct result of technological advancements. Mobile learning can be characterized as learning using portable technologies, which enables learners to learn in a variety of contexts as opposed to being restricted to a classroom or desk (Kassim & Said, 2020). Thus, the beginnings of mobile learning can be linked to the very first uses of electronic learning. Mobile learning enables teachers to contextualize the knowledge they offer and adapt their lectures to the unique interests and histories of their students. In addition, proponents of mobile learning contend that it offers an ecologically friendly tool and allows for flexibility, as well as the ability to improve both official and informal education (Pegrum et al., 2013). The discussions that followed highlighted the benefits of mobile learning, particularly how it may help ESL students learn vocabulary. The context these interactions give allows for an analysis of the extent to which mobile learning is being used to train students of all ages and skill levels.

Mobile learning implementation options for teaching ESL

Mobile learning has significantly altered the field of teaching and learning by creating a technology that enables students to learn at any time, from anywhere. Additionally, mobile learning provides a technologically advanced setting for both teachers and students, improving educational endeavors (Jong et al., 2018). Recent studies have demonstrated that using smartphone applications can help with vocabulary learning and promote autonomous study (Howlett & Waemusa, 2019). Additionally, polls revealed that, compared to other teachers, language teachers had a more positive outlook on using mobile learning (Dzafic et al., 2017).

For instance, teachers in American elementary and secondary schools have a favorable opinion on the usage of mobile learning. Based on these findings, mobile learning seems like a good way to guarantee successful language learning. Research on the use of mobile phones in educational settings has drawn interest from a sizable number of academics. Dzafic (2017) for instance, tried to distinguish between ownership and age in relation to the permissibility of instructors using mobile phones in the classroom, to ensure students understood the language learning concepts more effectively. Dzafic's (2017) study made the interesting discovery that all teachers aged 32 or younger, as well as those aged 33 to 49, have at least one smartphone, which is beneficial to the incorporation of technology in the classroom.

A study by O'Bannon et al. (2017), justified the effectiveness of smart phones with their results depicting that 86 percent of educators and 92 percent of students agree that mobile devices improve classroom learning in Mumbai, India. In Malaysia, the great majority of research on mobile learning has been limited to its uses in the nation's higher education system. Only a small number of studies, such as the one conducted by Sa'don et al. (2014), have primarily focused on the secondary level of education. The goal of this study was to determine what opinions secondary school teachers, trainers, and students had about the use of mobile

learning. Many respondents (87%) were, therefore, confident that mobile learning plays a significant role in Malaysia's educational system.

The advantages of mobile learning for ESL instruction

Mobile learning significantly affects the development of language skills. According to Kassim and Said (2020), mobile learning is associated with an increase in vocabulary. Students in the experimental group used a program called Word Learning, which included 852 distinct words, during the research. Students in the experimental group were more successful at increasing their vocabulary when using a mobile application that offered a user-friendly and step-by-step illustration of language concepts, and quizzes for thorough comprehension as opposed to students in the control group who did not have access to this software. Kassim and Said (2020) also noted that, students' vocabulary knowledge increased when they noticed all teaching strategies as essential parts of the vocabulary word they were trying to recall.

Ramos and Valderruten (2017) also conducted a mixed-methods study using an experimental design and a survey and found out that Colombian students who regularly use mobile learning have better language and listening skills. The investigation was based on the conclusions of the Ramos and Valderruten study from 2016, that implied that because the content can be accessible from any location, mobile learning makes it simpler to improve one's vocabulary. In a study with related results, Basal et al. (2016) found that students' idiomatic knowledge increased as a result of using mobile-embedded learning. Lin et al. (2017), in contrast to Basal et al. (2016), who only focused on one part of this subject, broadened their research to include the merging of sound and text using mobile learning. Lin et al. (2017) found that using different types of multimedia has no appreciable impact on vocabulary learning or acquisition.

By employing auditory input to teach new vocabulary items, the cognitive burden associated with learning new words can be reduced and giving students picture ideas might help them recall word meanings. The results support the conclusions obtained by Jafari and Chalak (2016), who investigated how the WhatsApp can promote improved vocabulary acquisition. The results showed that semi-illiterate students performed much worse than students who received instruction using this method. Additionally, the program allows for true communication between students, and it provides teachers with information in the areas in which their students struggle and succeed, allowing them to adjust their teaching methods accordingly (Jafari & Chalak, 2016).

Concerns and obstacles associated with mobile learning in the classroom

Using mobile devices for learning has many advantages however, there are also many drawbacks and difficulties. Each user will have a different experience with these concerns and difficulties because they are external elements that affect how well mobile learning is implemented (Heil et al., 2016). These factors have prevented the complete implementation of mobile learning. In order to optimize opportunities for engagement in the target language, it is vital to seek optimal circumstances. This presents a range of problems such as lack of full screen display, enough storage space, and small font size for students learning a second language. Additionally, these concerns make it more difficult to put new ideas into practice and to increase one's level of skill. Hence, makes it hard for teachers and students to employ information and communications technology (Sultan et al., 2017). The bottlenecks mentioned above especially lack of a full-screen display on smartphones makes it challenging for students to read vocabulary terms (Munteanu et al., 2014). The small font size, which is like what students see on computers,

will make it difficult for students to read the text. Additionally, some mobile devices lack sufficient storage, which may restrict users from downloading, uploading, or installing content. Problems like this might arise for both students and teachers (Nah, 2012). According to Hwang (2016), smartphones are simpler to use than other electronic gadgets because of their pocketable size.

If the person in question owns a portable device that is connected to the internet, that is another factor that needs to be considered. Some students might not have access to cell phones or other portable technological devices (Ferreira et al., 2013). Students in rural areas and students attending boarding schools, both of whom have limited access to cellphones and are thus less likely to be globally linked to the internet, were the only participants in this study. In 2014, Sa'don et al. found out that, despite these difficulties, educators do not need to be overly strict when it comes to providing their students with an engaging and appropriate learning environment.

ESL learning Can Be Enhanced Via Mobile Application

According to the findings of earlier research, Mobile Application were developed with the purpose of facilitating communication, particularly between educators and students. For instance, the findings of a study conducted by Naidoo and Kopung (2016) illustrated how high school students who received academic support in mathematics through an Instant Messaging service were able to put forward questions throughout the learning process after school hours. Based on the findings of this survey, Mobile Application have emerged as one of the most well-liked communication tools among both students and teachers. Even after classes have ended, it is still one of the most convenient ways for students to contact with their instructors (Naidoo &

Kopung, 2016). To put it another way, the results of their study indicated that the use of the Mobile Application-based learning may assist students in acquiring a better understanding of mathematical concepts. In addition, it promoted a social constructivist atmosphere that was conducive to mathematics education. Students were able to improve their academic performance in mathematics thanks to the setting that they were in (Naidoo & Kopung, 2016).

In addition, a second study was carried out with the students of the institution to investigate the use of Mobile Application-based software as a method of communication between the students and their professors. This research was carried out by Scornavacca et al. (2009) among college students who talked with one another before, during, and after class using an internal SMS program that had been implemented by the educational institution. According to the data, the students had a greater propensity to ask questions and were interested throughout the application. According to Sweeny (2010), the unique feature of Mobile Application-based learning is that if there is a significant message or piece of information that the students would like to inquire about from their teachers, they are free to do so without any fear from peers. While Doering et al. (2008) stated that using mobile application-based learning helps break down the social barriers that exist between teachers and students. Sweeney (2010) stated that as a result of using this program, students will take their work more seriously in order to make a good impression on their classmates. It is more convenient for teachers to send important documents or assignment questions through Mobile Application-based software. As a result, majority of teachers are using these tools as a communication tool rather than sending regular text messages (SMS).

Teachers can also build a Mobile Application-based platform for the students' discussion because this method can be used anywhere at any time without any restrictions. This makes

communication simpler and more hassle-free. According to the findings of a study that was carried out by Bansal and Joshi (2014), using the WhatsApp application is one way in which students' experiences of mobile learning might be improved. According to the findings of the study, learners' social interaction with their teachers and classmates had increased, and students had favorable opinions of the educational value of using this application (Bansal & Joshi, 2014). Bansal and Joshi (2014) used a combination of qualitative and quantitative methodologies to obtain the necessary data for this study. The mixed-method approach was utilized by the researchers in this investigation. According to the findings of the study, the students benefited from the application WhatsApp because their teachers provided them with administrative messages, advice for classroom management, and additional exercises on previously taught material. For instance, if the students were having trouble with their assignments, they were given the opportunity to ask any questions they wanted (Bansal & Joshi, 2014).

Additionally, Bansal and Joshi (2014) emphasized that the incorporation of WhatsApp into teaching and learning helped teachers stay current on what students were doing and the types of challenges that they had. This was made possible using the application. In addition, during the interviews that were carried out, the participants were questioned about whether learning on mobile devices using WhatsApp offers educational benefits and is seen as a form of collaborative learning. According to a study that was conducted by Bansal and Joshi (2014), some of the academic advantages that were mentioned by the students throughout the interview included prompt feedback to the issue, a better insight into the issues that were faced, recapitulation of previously learned topics, learning from the others, discussions, and accessibility of learning materials (p. 30). As a result, students reported that they were able to learn effectively through WhatsApp and recommended that the application be utilized in further

educational endeavors. In general, the students voiced their opinion that learning through WhatsApp is enjoyable because it has the potential to result in fruitful debate and posts.

A previous study has demonstrated the advantages of extensive listening for vocabulary growth, listening comprehension, pronunciation, and speaking (Reinders & Cho, 2010). In order to encourage their students to actively seek out opportunities to interact with the English language on their own, teachers have been working to incorporate listening and vocabulary growth. Due to the affordability, portability, and accessibility of mobile technology—which compares favorably to traditional computing equipment in these areas—learners can benefit from segmented periods of learning at any time and place (Heil et al., 2016). Additionally, pre-programmed software on mobile devices can provide language learners with information that they can understand, provide possibilities for meaning negotiation through interaction with software or teachers, and provide a learning environment that is centered on the student (Nah et al., 2012).

Nah et al. (2012) conducted a study on the use of mobile phones to practice listening to Korean in context. The study's conclusions show that language learners' positive opinions toward using websites as learning aids dramatically changed throughout the course of the investigation (Nah et al., 2012). The WAP website was also an assistance in helping students to improve their listening abilities. Because the website offers students a great chance to learn more in-depth information and to have more options for student-centered learning outside of the traditional classroom (Nah et al., 2012). Azar and Nasiri (2014) did a comparison study to determine the impact of mobile technology on Iranian EFL learners' views toward MALL and their listening skills. Azar and Nasiri (2014) found out that using a mobile learning technique to increase listening comprehension is a good idea.

Additionally, the results of a study conducted by Hwang et al. (2016) showed that educational activities that use a mobile system motivate students to practice speaking in real-world situations, which in turn increased the learners' excitement and their capacity for effective communication. The element of mobile-assisted learning that stresses intelligent suggestion of listening materials has been underlined in the experiments previously discussed. However, examining the use of mobile learning applications in real-world contexts has not been attempted very often. Therefore, the goal of this study was to offer empirical evidence in support of the use of mobile learning apps for in-depth listening practice in environments where users have the choice to select the subject matter they wish to learn (Hou et al., 2014).

Conclusion

This literature study also demonstrated that Mobile Application is an important educational technology that offers English as a second language (ESL) students improved opportunity to develop their language skills. Much of the research that was looked at focused on how efficient Mobile Applications are in educational settings like schools of higher learning, such as colleges and universities. As a result, it is strongly suggested that research along these lines be carried out in schools in order to determine the efficacy of the Mobile Application-based program as a tool for collaborative learning among students in schools.

Chapter 3: Project Outline

The vast bulk of mobile learning research has employed quantitative methods of data collection. It has been noted that because questionnaires mostly rely on numerical data, despite their ability to collect a sizable amount of data, they may not be able to fully reveal teachers' perspectives. The qualitative findings of this study, however, is based on the past research work done and compiled by various researchers across the globe. These are mainly pegged on secondary sources of information, such as previous research published in scholarly publications, Google Scholar, eBooks, and case studies from the publishing industry, among other sites. It was feasible to build an overall picture of the research findings by using content analysis models based on logical reasoning. As part of the project, I have developed a mobile application (NGLIS) that has an internet-based instructor-led instructional applications. This application tool that provides quicker feedback from instructors significantly enhances teaching between teachers and students studying English as a second language.

Every effective teacher enters the classroom with a strategy in mind to reach their objectives. It could be something as simple as a mental checklist or as complex as a two-page lesson plan with structure (Jensen, 2001). Lesson plans are frequently created solely for the teacher's eyes and are typically written in an informal style. However, there can be instances where creating the plan is necessary as part of a project for class, a presentation to an observer, or a meeting with a supervisor. In these situations, the plan takes the form of a formal, comprehensive document. A lesson plan is a useful tool that acts as a roadmap, source, historical

record, and overview of the teaching philosophy, textbooks, and, most importantly, the teacher's objectives for the class's participants. Comparisons like a road map, blueprint, or even a game plan spring to mind as an expression of the plan. For teachers with little to no experience, a well-planned lesson plan is crucial, but it is also helpful for more seasoned educators.

Even though there are many distinct types of lesson plans, the bulk of lesson plan templates share some key characteristics. The lesson plan assesses the students' backgrounds, the lesson's goals, the skills to be taught, the activities, the texts and resources, the time limitations, and the links between the current lesson, and those that come before it. The three parts of a lesson plan are the same as those of other activities: a beginning, a midpoint, and an endpoint.

Additionally, everyone's choices and level of expertise influences how much information is recorded. I investigated the use of note cards or loose sheets of paper that can be shuffled because most teachers prefer to have a notebook with lesson plans for each session. I, therefore, managed to create the lesson plan using a computer, which has the advantages of making them attractively typed, easier to keep track of, and easy to copy and modify as needed. In case there is a technical issue, it is also a good idea to retain at least one paper copy in reserve. A brief description of the class and the students begins, including the course's name, level, and students' educational backgrounds. Providing the date, the weekday, and the day of the course is also crucial in the entire process. The lesson plan must incorporate the competencies and published standards that will be covered during the session considering the increasing importance put on both elements.

Keeping in mind both what was covered in the previous session of class and what the students should already be familiar with in order to succeed in the current lesson when preparing for a lesson, that starts with a review of previously covered content is thus crucial. This

document will contain the day's aims and objectives as well as a list of pertinent texts, sources, and tools like audiovisual aids. The materials and audiovisual aids for the day will be listed in a box at the top of the page since this reminds students to bring the required materials to class.

Going over the stages involved in creating these resources will be vital because a more thorough preparation of the materials is needed prior to the session. Additionally, if any homework or assignments are included that need to be given in or collected on that specific day, it will be advantageous to have this information right at the start of the lesson plan. The part of a lesson plan that is situated in the middle is what makes up the lesson's core. This component also includes remarks on time management and class administration, as well as information on the students' scaling arrangements for various activities. It is expected that every potential issue or difficulty will be carefully considered in order to create backup plans beforehand and include them in the original course outline.

The finished outcome of this project is a Mobile Application-based Tool that is designed to assist ESL students in making comprehensive progressions in the English language by supplying them with correct information. The Mobile Application-based Tool is a method that has two components: the first is the acquisition of the English language while the second component is the learning that takes place through communication with both teachers and other students (Abbasi & Hashemi, 2013). As a result of this, teachers will acquire the knowledge necessary to develop language objectives for their subjects in order to evaluate the level of development made by ESL students in their acquisition of the English language. In addition, the instructor will use the Mobile Application-based Tool to design content objectives in order to evaluate the progress that ESL students and students who speak English as their first language make regarding their academic growth. The Mobile Application-based Tool will be of assistance

to teachers in evaluating students based on a means to determine where students are in the process of learning English and where they should be (Ali & Kootbodien, 2017). It is vitally important that teachers who have students learning English as a second language (ESL) in their classes are aware of the steps involved in the process of acquiring a second language. This is because having this knowledge may assist teachers in developing lesson plans that are geared specifically toward ESL students. These five stages will be explained to teachers along with specific information regarding the characteristics of students based on their English proficiency levels. The Mobile Application-based Tool will also give a lesson plan guide based on instruction that can serve as a model for conventional classroom teachers to follow when developing their own future lesson plans. This guide to developing lesson plans provides information regarding the selection of a theme, the creation of language and content objectives, the classroom environment, and instructional materials that can be obtained through the library, by conducting a search on the internet, or by adapting materials from other sources to meet the needs of the students.

Chapter 4: Final Project – Lesson Plans within NGLIS Application

After developing the NGLIS application (Appendix A), it was incorporated with robust lesson plans that delved deep into various objectives, cutting across the essential requirements of using mobile application among students and instructors to enhance and supplement ESL learning. The critical objectives of the lesson plans (Appendix B) include improving participants' general understanding of Business English and developing listening and speaking skills. The English business course (Appendix B) covers everything from interview preparation to workplace testing, communication skills, financial literacy, and business writing. This course therefore is intended to assist adult English learners in building familiarity with business environment and English interview. The training covers the essential interview skills, popular interview questions and answers, and associated business language. Attendees will go through simulations of actual interviews.

The modules within this lesson plan revolves around; Practicing giving English responses to common interview question, understanding and applying the proper format for presenting interview replies in English, gaining confidence speaking in English about your qualifications and professional experience, gaining expert advise on how to ace a job interview, developing basic corporate communication skills, broadening their understanding of fundamental business concepts and vocabulary around the world, knowing how to organize and arrange business writing in a professional manner, practicing writing the introduction, main body, and conclusion

of an effective business message, and gaining confidence in dealing with people and basic business challenges.

Additionally, learners will be able to go through the correct spelling of the assigned vocabularies, Identify the presented virtual images, Read the presented texts with ease, learn new vocabulary related to the topic business (Appendix B, slides 28 – 38), and eventually take part on debate on various topics such as corona virus and the high cost of living.

NGLIS Application Description

The application is modified and integrated with lesson plans that assist the learners to fully grasp the modules. NGLIS app utilizes two proven and successful themes for functionality. The first theme uses a MasterStudy WordPress theme which offers a simple to use yet feature packed user experience along with to create a website tailored to the required needs. This theme was used to build out <https://nglis.com>. The website theme features an all-in-one learning management system needed in order to implement real time changes such as building the courses, student forums, email manager, private messaging, live streaming lessons and many more exceptionally beneficial features. The website currently is only for backend work and has not been set up for learners to access and work from. The second theme, MasterStudy LMS Mobile App was required for the actual build out of the IOS and Android mobile application. As someone who has a very basic understanding of coding, a template was needed for the development of the NGLIS mobile application without requiring extensive coding capabilities. NGLIS application with the use of the MasterStudy template offers synchronous learning where students can get immediate feedback from both instructors and students. Another amazing feature is the ability for the learner to take greater control of ones learning with the ability to

access to the app anytime, anywhere as well as customized learning where students can select the courses that best suits interests.

The application eases the learning process and help students to dedicate ample time to learn and practice English thereby making the experience more enjoyable and productive. Through the research and development process for the application, critical issues such as feedback (Appendix A, Picture #9) of the instructors which is absent in most online applications used for ESL, is provided within the NGLIS app (Appendix A) that makes it outstanding and efficient in ESL learning. The developed NGLIS app will be most useful to ESL students who need to learn the language in order to apply to institutions or who need to do so in order to look for work abroad. When these students take language courses or use tools to learn a language, they frequently run into difficulties including a strict schedule and insufficient instructor feedback.

Based on a user-friendly interface, the app provides a simple yet intuitive platform where users can easily navigate and access every feature. The NGLIS application introduces the whole curriculum by offering advice to students of knowledge based on the writings of Shaykh Bakr Abu Zayd's "The Etiquette of Seeking Knowledge" (Appendix A, Pictures 3 and 4). Providing this advice gives an absolute motivation to the learners, before getting deep into the lessons themselves. Some of the advice included in the short video:

- Master the basics
- Do not rely on self-effort alone, studying with a qualified teacher that will correct your mistakes before they become foundational
- Memorize and understand whatever you are learning

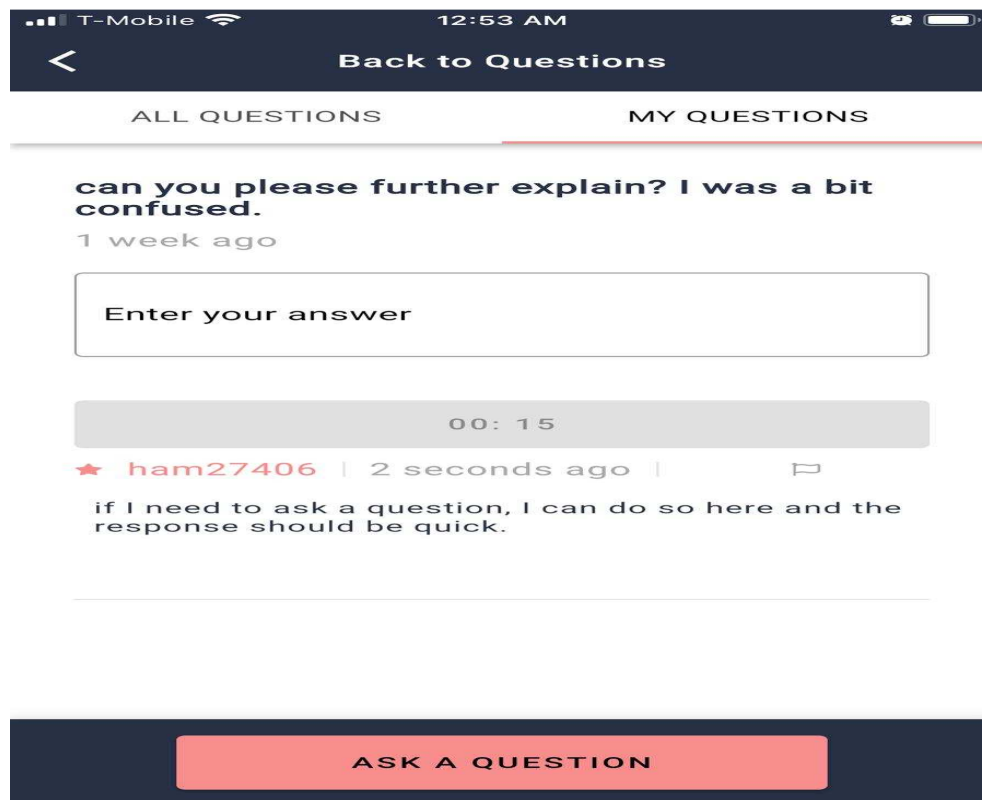
- Practice, practice, practice whatever you learn. If you learn a single word, use it.
- Take efficient notes: spend time taking notes, read your notes, before and after class and spend time to memorize
- Be consistent with learning, memorizing and using what was learned daily
- Be patient. Patience is a great skill for a student of knowledge to develop

With the help of the program, users can view YouTube videos to hone their English language abilities. There are three levels of information that can be categorized: beginner, intermediate, and advanced. To record and convey data on the learning process, charts are used. The program's user interface is simple to use, and generally feedback is key to users for critical advancement.

The NGLIS app also offers an in-depth analysis of business English for adult beginners and intermediate learners. The broad aspect of the lesson is to improve participants' general understanding of Business English. This English business course covers everything from interview preparation to workplace testing, communication skills, financial literacy, and business writing. This course is intended to assist adult English learners in preparing for an English interview. The training covers the essential interview skills, popular interview questions and answers, and associated business language. Attendees will go through simulations of actual interviews.

Students will improve their English abilities with a focus on business situations and environments, as well as study vocabulary that is commonly used in the business sector. This course will help you practice and improve your communication skills by allowing you to use English in various business settings and circumstances. This course is designed for adult

beginners and intermediate learners who want to use English in business and wants to improve their communication and writing skills. Additionally, the NGLIS app has a section for asking questions in the event a student didn't grasp a given idea, and the feedback is quick as demonstrated in the figure below.



Appendix A, Picture 9

Robustness of the NGLIS App

The application eases the learning process and help students to dedicate ample time to learn and practice English thereby making the experience more enjoyable and productive.

Through the research and development process for the application, critical issues such as feedback of the instructors which is absent in most online applications used for ESL, is provided within the NGLIS app that makes it outstanding and efficient in ESL learning. The developed NGLIS app will be most useful to ESL students who need to learn the language in order to apply to institutions or who need to do so in order to look for work abroad. When these students take language courses or use tools to learn a language, they frequently run into difficulties including a strict schedule and insufficient instructor feedback.

With the help of the program, users can view YouTube videos to hone their English language abilities. There are three levels of information that can be categorized: beginner, intermediate, and advanced. In order to record and convey data on the learning process, charts are used. The program's user interface is simple to use, and generally feedback is key to users for critical advancement.

Qualitative Analysis of Existing Applications for Learning

The results of earlier research by Chen (2016) and Liu et al. (2016) were used to evaluate and grade six applications using the following standards: Some of the accessible language learning software are Duolingo, Speaking English Fluently, YouDao Dictionary, Shanbay Vocabulary, Speak English, and BrainPopFeaturedVideo.

Users who are new to Duolingo can get important textual courses, while more seasoned users can access dictation and speech practice. Additionally, it offers helpful suggestions for enhancing one's linguistic abilities. By using the Speaking English Fluently app, which allows users to immerse themselves in real-world settings, language learning is placed into context. On the other hand, the application does not provide any guidance or suggestions for how pupils

could strengthen and improve the sentences and words that are out of sync. As a direct result of this, students who have frequently failed to get the right answer may feel discouraged and unmotivated. Also, a cloud-based tool called Youdao Dictionary allows users to sync their learning across all their devices at any time and save their vocabulary. This functionality is available to users everywhere in the world. Users can "find" more in-depth knowledge via the cloud-integrated capacity in addition to having access to books, forums, and classes. It is simple to use and has a minimalistic interface. However, this program gives very little in the form of evaluation or motivation and does not provide any interactive activities or monitoring mechanisms.

The "Shanbay Vocabulary" user can alter their daily study schedules. The learning of new words is divided into two stages: the first is the self-evaluation mode, and the second is the quizzes. The user interface is straightforward and simple to use. Users may easily create groups and join communities where they can share the learning progress they've achieved and take part in peer conversations. On the other hand, no graphics are used in the educational method. Further, Speak English users begin by hearing a native English speaker, after which they record a film of themselves repeating what they just heard. Users can contrast their unique outcomes. Consumers can only provide feedback in the form of a sample pronunciation that they can assess. Even though the instruction is available in a variety of other languages, the exercise does not provide support in both English and Spanish. The animated graphics are also extremely simplistic, which makes it difficult for them to effectively convey their meaning. They are unable to engage users as a result.

Daily movies with English subtitles and both audio and visual explanations are made available to visitors of the BrainPopFeaturedMovie website. The site's easy navigation, which

includes sizable buttons with vibrant color schemes for each topic area, will make it simpler for users to find videos related to topics. However, this software lacks interactive elements, and the free edition's capabilities and content are severely constrained. The results show that no single piece of language-learning software can provide a comprehensive solution that is appropriate for all the language-learning needs that adult learners have. However, as this study's findings show, mobile learning app (NGLIS) provides adult language learners a variety of platforms and methods to use their skills to advance their language abilities.

Chapter 5: Conclusion

The goal of this study was to ascertain the effectiveness of mobile applications in promoting enhanced ESL learning. The research's conclusions suggest that using different mobile applications is an excellent method to enhance student learning and instructors of English as a second language (ESL). The students' level of motivation to study English is also significantly impacted using mobile learning apps. Providing a well-developed platform in order to encourage enjoyable and fruitful learning experiences for the countless people worldwide who want to learn new language skills is thus essential. Therefore, ESL students who either struggle to understand English in order to enroll in institutions or who need to learn the language in order to obtain a job abroad will be the ones who stand to gain the most from the application.

When students are engaged in language programs or using tools intended to support language study, they frequently contend with unsatisfactory instructor feedback and a strict schedule. Students will have the chance to dedicate enough time to studying and practicing English via the application, which will simplify the learning process. The total experience will be enhanced, increasing the learner's enjoyment and financial return. The study gives an in-depth look at the difficulties that ESL students face as well as potential solutions that could be used to overcome these difficulties through the process of researching and improving the application.

Using the information from past studies such as Kassim et al. (2020), and Zhang, (2016), it is feasible to come to the following conclusion: With the use of mobile learning, ESL teachers may successfully teach vocabulary regardless of the time or location of the class. Because of this functionality, it can be used in remote regions and in emergency situations where distance learning

is necessary. The fact that it serves as an engaging, useful, and omnipresent tool is one of the factors that helps to explain how well it was absorbed. Since it is convenient for both instructors and their students, teachers are excited to include mobile learning into their lessons. Students will eventually gain from this result in terms of their vocabulary growth and technical expertise. Therefore, utilizing online and mobile learning would be advantageous for ESL learning.

The application manual also aims to assist office workers and people in other support positions. If they enroll in or take part in behavioral programs created for English language learners, they may also gain a better comprehension. The background details further aid in bridging communication gaps between the several departments that make up the organization. Within the same context, classroom teachers will be able to exploit this resource to the optimum during the academic year to gain examples and ideas, whether they are starting new courses, adding new students to their class, or getting ready for standardized testing.

In conclusion, this study aims to better inform educators, policymakers, and shareholders about the objectives of instructors that affect the successful incorporation of technology. For further research, researchers need to do mixed-method studies, which call for the use of a variety of data collection techniques and look at how instructors and students view mobile learning. This is since mix-method research necessitates the employment of various data collection methods. This approach provides the chance to influence a larger number of individuals, including academics, decision-makers in government, and creators of websites and mobile applications. Researchers may also look at the scenario from the perspective of the Diffusion of Innovation (DOI) model when examining the variables that affect how English teachers adopt mobile learning.

Appendices

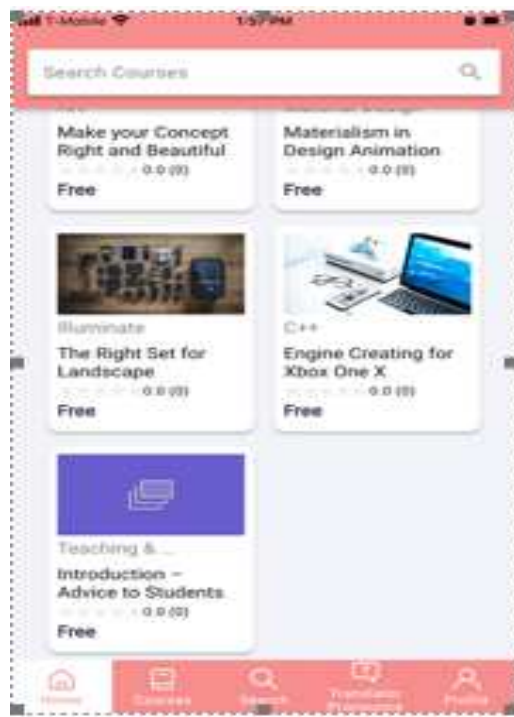
Appendix A: Slides

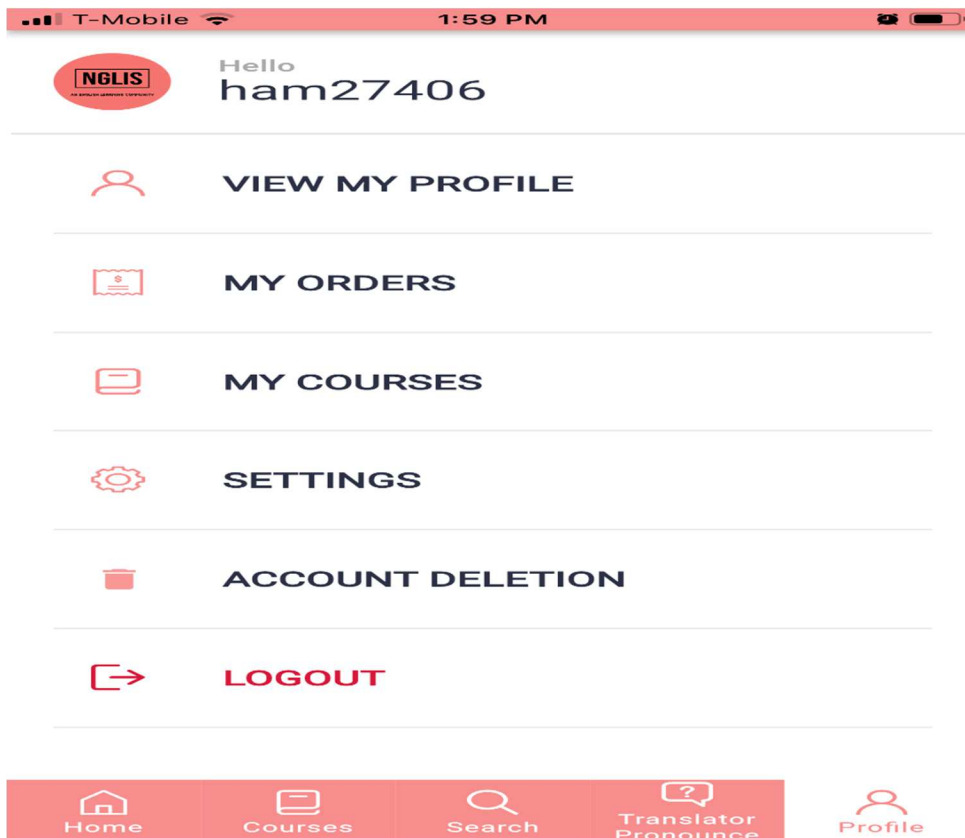
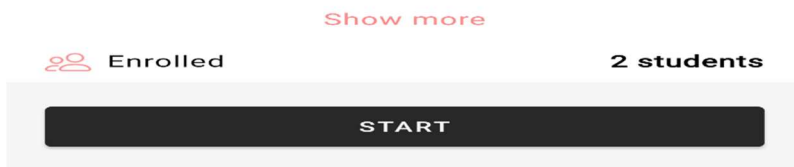
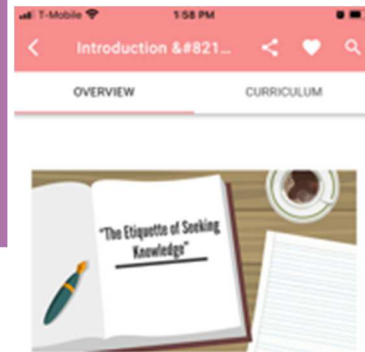
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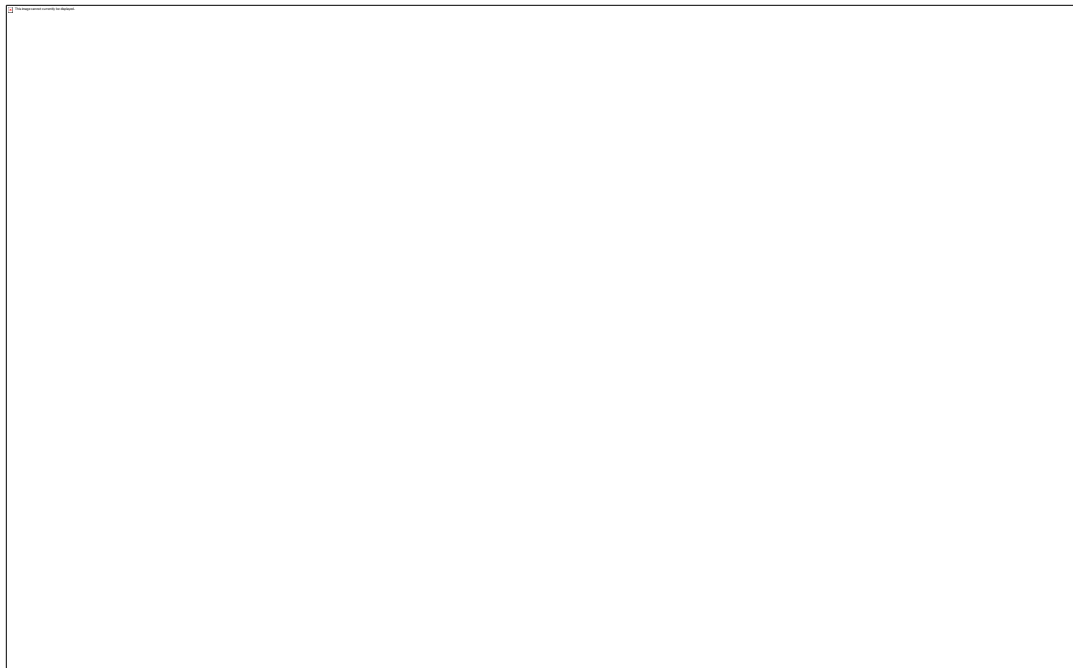


9
COURSES

Course Selections





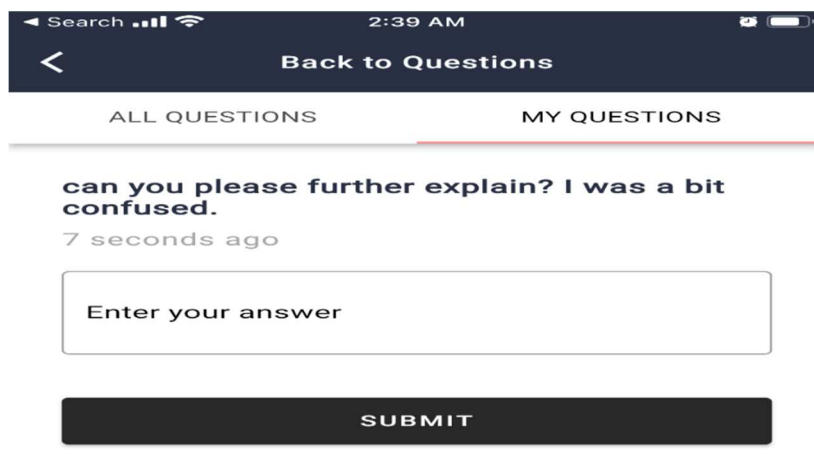


legacy
/'leɪɡəsi/



Money or property bequeathed to someone in a will.
noun





Link to download NGLIS Application on IOS App Store:

<https://apps.apple.com/us/app/nglis/id6443741093>

Appendix B: Model Lesson Plans from App



Business English for Beginner and Intermediate Adult Learners

Course Overview

The goal of this course is to improve students general understanding of Business English. This English business course covers everything from interview preparation to workplace testing, communication skills, financial literacy, and business writing.

This course is intended to assist adult English learners familiarize themselves in the interview process and to practice speaking. The training covers the essential interview skills, popular interview questions and answers, and associated business language. Students will go through simulations of actual interviews.

Students will improve their English abilities with a focus on business situations and environments, as well as study vocabulary that is commonly used in the business sector. This course will help you practice and improve your communication skills by allowing you to use English in various business settings and circumstances.

This course is designed for beginner and intermediate English learners who want to use English in business setting and want to improve their communication and writing skills.

Course Objectives

By the end of the course, you will be able to:

- Practice giving fluent English responses to common interview questions.
- Understand and apply the proper format for presenting interview replies in English.
- Gain confidence speaking in English about your qualifications and professional experiences.
- Develop basic corporate communication skills.
- Broaden understanding of fundamental business concepts and vocabulary around the world.
- Practice writing the introduction, main body, and conclusion of an effective business message.
- Gain confidence in dealing with people and basic business challenges.

Course Content

MODULE 1: PREPARING FOR AN INTERVIEW

QUIZ QUESTIONS

MODULE 2: HOW TO ANSWER “TELL ME ABOUT YOURSELF”

QUIZ QUESTIONS

MODULE 3: INTRODUCING YOURSELF TO NEW COLLEAGUES

EXERCISE

MODULE 4: 30 ESSENTIAL ENGLISH TERMS FOR BUSINESS INTRODUCTIONS

QUIZ QUESTIONS

MODULE 5: WRITTEN TEST

QUIZ QUESTIONS

MODULE 6: COMMUNICATION SKILLS TEST QUESTIONS

QUIZ QUESTIONS

MODULE 7: COMPUTER SKILLS TEST QUESTIONS

QUIZ QUESTIONS

MODULE 8: HOW TO BE MORE FINANCIALLY LITERATE

QUIZ QUESTIONS

MODULE 9: Five Steps to Healthy Spending Habits

QUIZ QUESTIONS

MODULE 10: WRITING BUSINESS LETTER

QUIZ QUESTIONS

MODULE 11: PREPARING FOR A MEETING

QUIZ QUESTIONS

MODULE 12: HOW TO OVERCOME THE FEAR TO SPEAK ENGLISH

QUIZ QUESTIONS

MODULE 1: PREPARING FOR AN INTERVIEW

How to Present Yourself and How to Answer to Most Job Interview Answer?

Preparation leaves very little opportunity for error. If you have an interview, you must do your homework to ensure that you are well prepared and that you present effectively.

Researching the organization and your interviewers is one of the most important things to do in preparing for an interview. You will be able to provide yourself with enough information and know what to expect during the interview this way. You also learn if you want to work for the company and discover if you are a good fit for them and if it is a nice place for you. Your interviewers will be impressed to see that you have done your study on the company; because you know so much about it, they will feel as if you are already one of them, increasing your chances of being viewed as a strong candidate for the position.

Conduct research on the position for which you are applying. It is foolish to apply for a role you are unfamiliar with; not only will you be unsuitable for the role because you do not understand its complexities, but you will also be unable to answer questions about it since you are unfamiliar with it. Know what is expected of you and your responsibilities for the position you are applying for. Your interviewers will want to see that you fully understand the responsibilities of the role.

When you have a thorough understanding of the position for which you are applying, you can adjust your strengths to include those that are required for the job.

In a job interview for the role of a reporter, for example, you should highlight abilities that will help you become a better reporter.

You may want to rehearse interview questions with family or friends; let them ask the questions and practice how you will respond.

Do not ignore to look presentable for the interview, which is why you must conduct research on the workplace culture there. With proper research, you will understand how they dress there and how employers are expected to address one another and their superiors, which will help you make a strong candidate for the position. Put a smile on your face, act serious but pleasantly smile.

Thank your interviewers for taking the time to read your application.

Many of these guidelines apply to a virtual meeting. Make sure your video interview takes place in a peaceful area of your home. If a virtual meeting is taking place, do not have your TV on in the background. Keep your meeting away from your children and pets. Make sure you are not distracted in any way. Dress appropriately and choose a good background that is not distracting or takes the focus away from you. Keep your eyes on the camera and don't get sidetracked. Take your virtual interview just as seriously as you would a traditional one.

Here are a few sentences to assist you better prepare for an interview.

- My name is Jane, and I am delighted to have been chosen for this interview.
- Could you please repeat the question?
- Working here has been a lifelong dream of mine.
- I work well under pressure and have excellent communication skills.
- My experience in the job capacity is limited, but as indicated in my CV, I am a quick learner.
- I believe my dual nationality, as well as my fluency in English and French, qualify me for the job.
- I had to quit my last job since I had to relocate; it was a fantastic place to work and develop.
- I am delighted to have had this interview with you; you are a superb interviewer.
- Thank you. I look forward to hearing from the organization.
- Do you want me to leave the door open or closed?

Sample dialogue

"Why do you believe you are a good fit for this role?" asks the interviewer.

Candidate: "I've been a reporter for many years." I adore communicating truths to the globe. I am very interested about interviewing people and sharing their tales. I do an excellent job in my current company and would like to do the same or even better in this company."

"Why do you want to work here?" asks the interviewer.

Candidate: "I enjoy the work environment here." As a father, I appreciate the company's family policy. I admire how well-organized and in place everyone and everything is, and I would want to be a part of such a lovely and well-organized work environment."

"What are your strengths?" asks the interviewer.

"I excel in interpersonal relationships, communication, and writing," says the candidate. I am emotionally intelligent and strong. Aside from English, I also speak two other languages."

"That's all there is to it," says the interviewer. We will respond as quickly as possible."

"Thank you," says the candidate. I eagerly await your positive reaction."

QUIZ

1. True or False: Preparation gives very little room for poor performance
 - a. True
 - b. False
2. ----- is one of the very important things to do in preparation for an interview
 - a. Preparation
 - b. Research
 - c. Exercise
3. What will knowledge about the position help you to do?
 - a. prevent you from answering questions about the position
 - b. tailor your strength to include ones that are needed for the position
 - c. prevent you from forgetting to dress appropriately
4. True or False: It is okay to apply for a role you know little about.
 - a. True
 - b. False
5. True or False: Avoid distractions while having a video interview meeting
 - a. True
 - b. False

MODULE 2: HOW TO ANSWER “TELL ME ABOUT YOURSELF”

Every interview begins with the same question:

"Tell me about yourself."

This question makes people uncomfortable. What else can you say?

On paper, the question appears simple. After all, we constantly talk about ourselves.

But, when you think about it, it's a very broad question.

Do you begin with your history? Do you read everything on your resume? Or do you introduce yourself as a person rather than as a professional?

First, consider your current situation. 'Tell me about yourself' does not mean 'tell me everything.' You must decide where to concentrate your efforts.

In a job interview, you should emphasize your professional experience.

A few popular "Tell me about yourself" versions

There will be numerous occasions when you will be asked, "Tell me about yourself." However, interviewers may have their own variations of the prompt that ask similar questions, such as:

- I have your résumé, but please tell me more about yourself.
- Please walk me through your résumé.
- Tell me anything about yourself that isn't on your CV.
- Tell me anything unusual about yourself.
- I'd like to learn more about your experience.
- Please tell me a little bit about your background.

The key to producing an impressive answer to this interview question, as with any other, is understanding why people are asking in the first place.

The question allows interviewers to ease into the actual interview and obtain a general sense of who you are.

It serves as an introduction, and your response will assist the interviewer select what to ask next.

This is your chance to make a good first impression.

If you give a good answer, the interviewer will barrage you with more questions.

If you answer incorrectly, you will be classified as the "OK Candidate."

So, what constitutes a "good answer?"

Well, it's actually quite simple. A decent response would be:

A straightforward, easy-to-follow format. We'd stay with the tried-and-true "Past-Present-Future" model. In other words, arrange your response as follows:

The history - what is your educational background and professional experience? How did you arrive to this point?

What are your current responsibilities? What do you do, and what are your greatest achievements?

What do you want to do in the future? What piques your interest in the position?

Let's look at some samples now!

I've been working in marketing for over five years, particularly in account and project management roles. I most recently worked as a senior project manager for a large software company, where I oversaw other project managers and managed large marketing initiatives. And now I'm looking to broaden my knowledge in new areas, particularly fintech, which is why I'm interested in working with your firm.

For New Graduates:

My name is Jane Doe, I'm 22 years old, and I recently graduated with a B.A. in international business from University X. During my time there, I learnt a lot of theory in areas such as corporate communication, international economics, corporate governance, and others. I was also a member of the student government and had a GPA of 3.6.

I've worked hard in my studies, and now I'm ready to put what I've learned into action.

While I lack actual professional experience, I have had extensive exposure to the business world. Many of my classes required students to collaborate with real-world businesses to tackle real-world challenges.

Now, I'm hoping to apply all I've learned in university and gain some practical work experience.

Here's another example:

For the past five years, I've been involved in biomedical research. I finished my PhD four years ago and worked for a small pharmaceutical company in town till they went out of business recently. So, I'm currently seeking for a new job in biotech, pharma, or anything else related to my education and experience.

This is a more extensive response. It also does not include much information regarding the future. That's fine; the past-present-future idea isn't a pattern that you **must** follow; it's simply a means to arrange your thoughts.

Take a look at some of the wording in these samples.

- I'm presently...
- I have a background in...
- I've been working in... for...

- I'm looking for a new job in...

After 'in' in sentences three and four, you must mention a sector. 'I've been working in education for seven years,' for example. Use 'at' if you want to name a corporation. 'I've been with HSBC for a year and a half,' for example.

Here are the most crucial guidelines for responding to the question "tell me about yourself..."

- Structure your response in a logical manner. Stick to the past-present-future structure, and you'll be OK!
- Keep it brief and relevant (1-2 minutes max). Nobody wants to hear about your entire life.
- Mention any of your most notable accomplishments and relevant job experiences.

Quiz

1. True or False: you should answer the question, "Tell me about yourself", with as much detail as possible.
 - a. True
 - b. False
2. True or False: you shouldn't talk about the past or the future; just mention what you're doing now.
 - a. True
 - b. False
3. Which is the most important thing to talk about if you are asked 'Tell me about yourself' in a job interview?
 - a. your strengths and weaknesses
 - b. your favorite teachers
 - c. your professional background
 - d. your hobbies
4. Match the two halves of these sentences: Sort elements
 - the finance sector for five years
 - HSBC for a year and a half
 - a. I've been working in -----

b. I've been working at -----

5. Match the two halves of these sentences: Sort elements

- seeking a position at a larger company.
- as a personal shopper for a large retail firm.
- sales and marketing.

a. I'm currently -----

b. My background is in -----

c. I'm working -----



MODULE 3: INTRODUCING YOURSELF TO NEW COLLEAGUES

New colleagues meeting

If you start working in a new company, you may be required to introduce yourself during a meeting.

An introduction describes who you are, what you do, and what people should know about you. They make people feel more at ease around one another. If you're new to the job, introducing yourself to coworkers can help you have a long and fruitful stay with your new firm. It's the first step toward establishing a positive working relationship with your employees. Introducing oneself within your first few days on the job allows you to meet everyone and get established into your new job role. It's also a wonderful method to demonstrate that you're ready to be a part of the team.

As in a job interview, your response should focus on your professional background. You will, however, most likely utilize a more conversational English tone.

Introduce yourself to new colleagues and professionals by making good eye contact, using pleasant body language, culturally appropriate greetings, speaking clearly, and smiling.

Let's get right into it with some tips on how to introduce oneself in English at work.

- **Determine whether it will be formal or informal.**

The first step is to determine whether this is a formal or informal scenario. We utilize more formal greetings with more formal introductions. We are more inclined to use a title, such as Mr., Dr., or Ms. In addition, we are more inclined to utilize both first and last names.

That first decision is critical since it will influence how you adapt your introduction.

- **Begin with a friendly greeting and your name.**

It could be as simple as: Hey, my name is Alex, or hello, my name is Benjamin. Hello, or good morning, my name is Benjamin Stewart.

In an introduction, especially a formal introduction, we usually use our given name or formal name, although you may have a nickname or a short form of your name that most people call you.

You could probably follow up with something like, but please call me Ben or, but everyone calls me Ben in this part of the introduction.

If we put it all together, it might sound like this: "Hey, my name is Benjamin, but please call me Ben."

- **Share essential information in a straightforward manner.**

When you must introduce oneself in English and must decide which details are relevant for this specific situation.

Here's something you should think about. What information does this individual or group of people require about me? What is the most crucial right now?

What is your position or job title in the organization, a new coworker may inquire? What is your function in the company, and what challenges do you solve? Can they come to you for aid if they have a problem? Are you the right person for the job? How long have you been with the firm? What do you enjoy most about working there?

Of course, as you get to know your new coworker, other more personal information will enter the discussion.

But that first introduction is considering what this individual needs to know about me right now.

- **Finish with something good or a question.**

Once again, you must consider the context or scenario in which you find yourself. Are you meeting a new employee in a relaxed setting where you can continue a chat after the introduction? If that's the case, you

should probably continue the conversation by closing with a question so you can get to know your new coworker.

However, if you're in an online meeting with 23 other people, it's not the time to carry on a chat with just one of them. Instead, you would briefly introduce yourself and end with a positive comment, such as "I'm looking forward to our talk today," "I'm looking forward to working with all of you on this project," or "I'm looking forward to learning more about your work."

Let's have a look at our first example.

My name is Glory, and as you may know, I am new here; in fact, this is my first week. As a web marketing coordinator, I work in the marketing department. My background is a blend of marketing and software development; I began my career as a software engineer. I'm still finding my feet, and I haven't met everyone yet, but I'm excited to work with you all. Come say hello if you're passing by my office!

If you work in a larger firm, even if you've been there for a while, you may need to introduce yourself to coworkers, for example, if you're starting a project with folks you've never worked with before. Let's have a look at how that may work:

Hello, my name is Ben. As the CISO, I'm in charge of online security and keeping our computers and networks secure. You've undoubtedly seen me around because I've been here for a long time - almost ten years! As you may have heard, all employees are required to attend our cybersecurity training class, so you'll be learning how to be secure online with me or one of my colleagues in the coming month or two.

You can introduce yourself using the following phrases:

- I don't believe we've ever met (before).
- I believe we've already met.
- Hello, my name is...
- I'm...
- Nice meeting you; my name is...
- It's a pleasure to meet you; I'm...
- Allow me to introduce myself; I'm... • Allow me to introduce myself; I'm...
- My name is Melanie, although you can call me Mel if you want.

Here are some phrases to use when describing your jobs and responsibilities:

- Officially, my job is to...
- I'm currently employed as a [job].

- I've worked for [company] since [date] / for [term].
- I am employed by [company].
- I am working in [field/industry].
- I am working with [department/individual]. My role is...
- Among my tasks are...
- I'm in charge of...
- I make certain... / I guarantee...
- I supervise... / I oversee...
- I manage...
- I work with...

Here's your final challenge: pretend you've started a new job and need to introduce yourself to your coworkers at a meeting. Create an answer to introduce yourself. You can utilize all of the vocabulary from this lesson. Make your response at least three or four sentences lengthy. Say your response aloud.

Could you do it? If so, congratulations! If not, keep practicing! You can also acquire ideas by reviewing the lesson and sample responses.

We hope that hearing the question 'tell me about yourself' no longer makes you nervous!

So, tell me about yourself. Practice your replies.

Exercise

Here's your final challenge: pretend you've started a new job and need to introduce yourself to your coworkers at a meeting. Create an answer to introduce yourself. You can utilize all of the vocabulary from this lesson. Make your response at least three or four sentences lengthy. Say your response aloud.

Could you do it? If so, congratulations! If not, keep practicing! You can also acquire ideas by reviewing the lesson and sample responses.

We hope that hearing the question 'tell me about yourself' no longer makes you nervous!

So, tell me about yourself. Practice your replies.

MODULE 4: 30 ESSENTIAL ENGLISH TERMS FOR BUSINESS INTRODUCTIONS

Let's study how to make great business introductions.

Describe Yourself

Let's begin with the most fundamental form of self-introduction. You are already aware of this.

1. "Hello, my name is [your name]" "Hello, my name is Ben Franklin."

You may use "Hi" for "Hello." "Hi" is sometimes regarded less formal. However, both "Hello" and "Hi" are appropriate nowadays.

Discussing Your Company's Name, Location, and Length of Service

You might be very broad and merely identify the company where you work.

2. I work for + [business name] "I work for Citibank/Federal Express/Samsung."

You may be more explicit by stating where you are based.

3. I'm based in + [place] "I'm based in Japan/Chicago/our Berlin headquarters."

Assume you are asked, "How long have you been with this company?"

Here's one approach to phrase your response.

4. I've been with + [business name] + for + [time period].

"I've been on Twitter for three years."

Another way to say it is, "I've been with + [business name] + since + [year]."

"I've been a Twitter user since 2011."

Discussing Your Industry, Job, and Responsibilities

Let's say you're asked, "What do you do?" The most typical response is to mention your company's industry (business).

5. I am employed in the + [industry].

"I'm in information technology, construction, and finance."

To be more specific, you may add something like "I work in + [area of expertise]."

"I work in software development/engineering/human resources."

You may also claim that you are one of your company's software developers/engineers/HR managers.

6. I am employed as + [article (a/an)] + [occupation].

"I work as a software developer/engineer/human resources manager."

7. My name is + [article] + [occupation].

"I'm a software developer/engineer/human resources manager."

To be more particular, you may say, "I'm + article (a/an) + [real work title]."

"I'm a Senior Software Developer/Biochemical Engineer/Assistant Human Resources Manager."

You can be as specific as you like with the next two words when describing the job areas in which you are involved and/or responsible.

8. I'm a part of + [project/area of involvement].

"I work in software development, engineering, and human resource management."

You might also say "I'm active in + [verb]ing + [project/area of involvement]."

"I'm in charge of running training sessions for our new employees."

"I'm working on software apps for our newest smartphone model, which will be released in October."

You could also provide information about your employment responsibilities.

9. I am in charge of + [verb]ing + [region of responsibility].

"I'm in charge of ensuring that our new employees are properly trained."

"I'm in charge of creating new software apps for our devices."

10. I am in charge of the + [department/project].

"I am in charge of the Human Resources Department and the engineering project."

11. I am in charge of the + [department/project].

"I am in charge of the Finance Department and the sales project team."

12. I am in charge of + [department/project] "I am in charge of the Marketing Department/all of the restaurants in this state."

13. I oversee + [department/project].

"I oversee the Sales Department and the hotel construction project."

You may also state who reports to you at work.

14. I report to the + [superior] directly.

"I directly report to the Head of Finance."

Introducing Your Business

The following three sentences can be used to answer the question "What business does your company operate in?"

15. We are + [article (a/an/the)] + [description] + business.

"We're a building company."

You can give extra information about your organization by including a description or a location with this language.

"We're + [article] + [description] + company in + [place], for example."

"We are Asia Pacific's largest construction enterprise."

"We're a tiny consulting firm located outside of the Los Angeles area."

16. We are a + [article (a/an)] + multinational/privately held/publicly traded/startup enterprise.

"We're a new company."

Again, you can offer a description or a location to include more details in the description of your organization.

"We are + [article] + [description] + multinational/privately-owned/publicly traded/startup company + [place], for example."

"We are the country's largest privately held enterprise."

17. We work in the + [business/industry].

"We're in the manufacturing business."

"We're in + [article (a/an/the)] + [business/industry]," you can also say.

"We're in the manufacturing business."

18. We've been in business for + [number of years].

"We've been around for 25 years."

You may instead state, "We've been in business since + [year]."

"We've been in operation since 1990."

Here are various methods to discuss the location of your company and its headquarters.

19. We are + [preposition (in, near)] + [place] located.

"We are based in Shanghai."

"We're outside the greater Seattle area."

20. Our headquarters are located at + [preposition] + [place].

"Our main office is in London, England."

Before the preposition and place, you can also use "located." As an example:

"Our corporate headquarters are in London, England."

21. Our headquarters are + [preposition] + [place].

"Our headquarters are in Rhode Island."

"Our headquarters are in Rhode Island."

22. We have + [preposition] + [place] offices.

"We have headquarters in New York, London, and Milan."

"On both sides of the Atlantic, we have offices."

Discussing Your Company's Products and Services

You may need to go into deeper information regarding your company's products and services at times.

23. Our primary line of business is + [business].

"Our primary line of business is outdoor photography."

24. We are experts in + [products/services].

"We are known for our pastries and cakes."

You may incorporate as much information as you want by expanding (adding to) the sentence structure outlined above.

"We specialize in + [verb]ing + [noun] + [preposition] +..." is another option.

"We specialize in supplying big hotel chains with pastries and desserts."

25. We manufacture/produce + [noun]

"We design and manufacture home electronic items."

You can expand on the phrase structure once again by adding more information.

"We make/produce + [noun] + [preposition] +...", for example.

"We design/manufacture home electronic goods for the European market."

26. We produce + [noun]

"We make toys for youngsters."

Let's see how you can improve the sentence structure here: "We produce + [noun] + [preposition] +..."

"We make children's toys at our Asian plants."

27. We create + [noun] "We create software applications."

What are your thoughts on this sentence structure? Try "We are creating + [adjective] + [noun] + [preposition] +..."

"In North America, we develop bespoke software solutions for two big mobile phone companies."

28. We construct + [noun] "We construct residential dwellings."

I'm sure you're getting the picture by now. So let's see how you do in this situation.

Structure expansion: "We construct + [adjective] + [noun] + [preposition] +..."

"We create cheap residential homes in Tokyo's suburbs along the foothills."

We provide/sell/distribute + [noun]

"We supply, market, and distribute vehicle parts."

As you can see, there are numerous methods to extend a sentence structure to provide more information about what your organization does.

"We supply/sell/distribute vehicle spare parts to some of the world's top automobile manufacturers."

30. We import/export dried food goods + [noun] "We import/export dried food products."

Now for the final one. Let's make this a memorable one!

"We import and export 200 different types of dried food goods to Japan, Korea, and Southeast Asia."

So here you have it: 30 phrases to use when introducing yourself to business acquaintances or new clients, whether in person or in a formal presentation.

Quiz

1. Match the two halves of these sentences: Sort elements

- stationery to schools.
- ABC Factory.
- the planning committee.

- a. We supply -----
- b. I'm part of -----
- c. We work in -----

2. Fill in the gap correctly

We ----- in outdoor photography.

- a. Expert
- b. Work
- c. Specialize

3. The following verbs can be used when discussing a company product except

We ----- building blocks

- a. Manufacture
- b. Based
- c. Produce

4. Which of the following sentence can be used to describe how long your company has existed?

- a. We've been in operation since 2003
- b. I have been with my company since 2003
- c. We've been producing electronics since 2003

5. The following offer a description of an organization except

- a. We create software applications
- b. Our main office is in London
- c. I work as a software developer

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